

# SEND Information Report



## Parent Information

### Special Educational Needs and Disabilities Information Report 2021

#### Introduction

All Torbay (LA) maintained schools have a similar approach to meeting the needs of children with Special Educational Needs and /or disabilities and are supported by the LA to ensure that all children, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of children with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

The broad areas of SEND need are:

- ▲ Communication and Interaction.
- ▲ Cognition and Learning.
- ▲ Social, Emotional and Mental Health Difficulties.
- ▲ Sensory and/or Physical.

#### The LA Local Offer

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25.

The LA refer to this as the 'Local Offer'. A link to the LA Local Offer can be found on the SEND page of The Spires College website.

#### The Special Education Needs Information Report

Schools utilise the LA Local Offer to meet the needs of SEND children as determined by school policy and the provision that the school is able to provide. Schools refer to this as 'The Special Education Needs and Disabilities Information Report.

## **1. How does the school know if children/young people need extra help and what parents/cares should do if they think their child may have a Special Educational Need and/or Disability?**

Most students join us in Year 7 from a Primary School that has already identified the young person as having additional needs.

Our SENDCo liaises closely with the Primary School and the LA in ensuring a smooth transition to Secondary School and for us to fully understand the young person's barriers to their learning as well as the support given. For students with an EHCP (Education, Health and Care Plan) our SENDCo will attend the Year 6 Annual Review.

We recognise that transition can be particularly difficult for SEND students.

All students at The Spires College are rigorously tracked in in all subject areas. If there are concerns about progress or if any child needs extra support then this is identified early and acted upon.

Parents/carers who think their child may have a special educational need that has not already been identified should contact our SENDCo to discuss the concerns in the first instance.

## **2. How do school staff support students with SEND?**

The school SENDCo keeps in touch with all class teachers, Learning Support Assistants, Curriculum Leaders, Heads of Year and Pastoral Managers to ensure that each child's needs are met.

Students with an EHCP have an Individual Education Plan that provides necessary information to subject teachers about the student's needs and support required in order for the student to fully access their learning and make progress.

Students who are identified as SEND without an EHCP have a Learning Passport that provides subject teachers a succinct overview of barriers and support needed. The frequency and type of the support or intervention each child receives will depend on their level of need.

All students with SEND, whether at SEN Support or EHCP level, have a designated member of staff from the SEND Team who meets with them regularly to ensure their views and opinions are heard, to check in in their social and emotional development and ensure their needs are being met. There is a termly review with parents/carers to discuss progress and current levels of support. For those with an EHCP this includes an Annual Review with other professionals and outside agencies, as appropriate.

## **3. How is the curriculum matched to the individual needs of children with SEND?**

The school recognises that children are at different levels in their learning and learn in different ways. To support all children, the school delivers the curriculum in different ways.

- ▲ All students are streamed accordingly to prior attainment. This enables subject teachers to pitch their lessons at the appropriate level. We also have key focused provisions within the SEND Department which include:
  - △ A Nurture Base, which is a primary school style classroom for students who are working significantly below age-related expectations in English and maths. This is run by a qualified primary school teacher with experience in SEND.
  - △ The LA Enhanced Provision for Students with a Hearing Impairment. This is run by a qualified teacher of the deaf who is also the LA advisory teacher.
  - △ The LA Enhanced Provision for Autistic Students. This is run by a qualified teacher with experience in working with autism. There are three places in each year group for students with an EHCP and full autism diagnosis who are allocated a place via a LA panel.
  - △ Literacy Support for students with SpLD (Specific Learning Difficulty such as Dyslexia). This is run by an experienced HTLA, specialising in literacy.
- ▲ The vast majority of our work is in the classroom where we understand that children learn at their own pace. Work is differentiated as necessary and we closely monitor progress on a regular basis.

#### **4. What support is there be for the overall well-being of students with SEND?**

- ▲ The school keeps in close contact with parents/carers regarding their child's overall wellbeing.
- ▲ To support the development of positive behaviours and friendship groups we have a breakfast club, lunchtime clubs and supported break and lunch for our most vulnerable students.
- ▲ We have a School Council for students to share their views and ideas.
- ▲ We have a senior learning support assistant who is trained to administer any medicines, treatment or procedures required throughout the school day.
- ▲ Pastoral needs are discussed regularly with Pastoral Support Managers, Heads of Year and the SENDCo.
- ▲ There are teams of Sixth Form Student Ambassadors and Year 11 Prefects to support children around school.
- ▲ Our Designated Safeguarding Team works effectively with all colleagues within school and externally.
- ▲ We have a Student Counsellor within our Pastoral Team.
- ▲ We have an Inclusion Support team that specialise in supporting students who find managing their behaviors challenging.

## **5. What specialist services and expertise are available at the school?**

- ▲ The college can access specialist support from Special Schools for children with Social, Emotional and Behavioural Difficulties, children with Learning Difficulties, and Children with a diagnosis of Autistic Spectrum Disorder.
- ▲ We have the LA Hearing Resources Base for students with a Hearing Impairment.
- ▲ We have the LA Enhanced Provision for students with Autism.
- ▲ We liaise with WESC (West of England Specialist Provision for Visual Impairment) outreach services to support students who have a Visual Impairment.
- ▲ We liaise with Physiotherapy, Occupational Therapy, Acquired Brain Injury Service and Paediatric teams as necessary.
- ▲ The college receives support and advice from the Educational Psychology Service.
- ▲ We can make referrals, with parental consent, to many specialist services including CAMHS (Child and Adolescent Mental Health Service) and SALT (Speech and Language Therapy Service).
- ▲ College staff are trained in a variety of specialist areas and can access the expertise of teachers from other schools in Torbay.
- ▲ We have an Inclusion Support Centre with a team that is available for colleagues to liaise with for advice and support around student behaviour.
- ▲ The SENDCo is also our EAL (English as an Additional Language) Coordinator who liaises with Devon LA in securing languages assessments and additional support for new arrivals.

## **6. What training do the staff supporting children and young people with SEND receive?**

- ▲ The SENDCo attends termly Local Authority briefings to keep up to date with any legislative changes in SEN.
- ▲ The SENDCo sits on the LA SEND Operation Leads Group which meets monthly.
- ▲ The SENDCo and SEND staff can access training through the Torbay Teaching School Alliance (TTSA).
- ▲ All staff in the school receive training to meet the needs of all the children attending the school at any point in time. For example, this may include Deaf awareness training, Dyslexia Awareness Training, ASD awareness training and Visual Literacy.
- ▲ The SEND team has a weekly training / CPD session delivered by the SENDCo. This includes updates on SEN information, applying good practice in supporting

students as well as training on specific areas of SEN or accessing courses by outside providers.

- ▲ Specific LSAs have undertaken external training include for example to gain HTLA qualifications, training to supporting ASC Students, Dyslexia and Irlens Training and THRIVE practice.

## **7. How are students included in activities outside the classroom, including school trips?**

- ▲ Where possible, provision will be made for all students to access all areas of the curriculum including extra-curricular activities. We will always contact parents/carers before a planned activity if we think their child may require additional support to meet health and safety requirements. This may involve a specific risk assessment to identify any additional support needs the student may have in order to ensure full participation.
- ▲ No child is ever excluded from a school trip on the basis of SEND. All activities are fully inclusive through good use and management of risk assessments.

## **8. How accessible is the school?**

- ▲ The building is designed to be fully accessible.
- ▲ There is a lift to all floors.
- ▲ Disabled toilet facilities and a shower are available.
- ▲ There is an Accessibility Plan in place.
- ▲ An Environmental Audit has been completed for visually impaired students.
- ▲ There are a number of staff trained in Intimate Care.

## **9. How does the school support new students in joining the school and students transferring to the next stage of education?**

- ▲ Liaison between our SENDCo and primary school SENDCos is built in to our primary to secondary transition programme.
- ▲ Our SENDCo attends the Year 6 Annual Review for all students with an EHCP who have been allocated a secondary school place at the college.
- ▲ All children who have been allocated a secondary school place with us attend two transition days in the summer term before they transfer and there is an additional transition day for targeted children, including those with SEND.
- ▲ The SENDCo has an open door policy and will make an appointment to meet with any parents/carers who wish to discuss their child's needs and the provisions and support we offer.

- ▲ The college has a flexible approach depending on need and will ensure a smooth transition into the new setting.
- ▲ If a student is transferring from the college to another school or Post-16 provider the SENDCo will liaise with the SENDCo/SEND Manager at the new provision to ensure that all necessary information is shared.

#### **10. How are the school's resources allocated and matched to a child's or young person's special needs?**

- ▲ The school's SEND budget is allocated to meet the needs of the children on the SEND Register.
- ▲ The progress and attainment of all children is tracked and resources are allocated according to need.
- ▲ The SEND budget is used to ensure that school staff are qualified and trained to support all students and to purchase specialist help if needed.
- ▲ The budget is used to meet individual needs by utilising specific interventions and programmes, where appropriate.
- ▲ Students with EHCP funding have support and access to additional provisions tailored to their needs.

#### **11. How is the decision made about what type and how much support each student receives?**

- ▲ We adopt a graduated response to meeting need. This means we record concerns about students and determine a timescale for all interventions and expected outcome. These outcomes are measured appropriately.
- ▲ We provide quality first teaching in all classrooms.
- ▲ Teaching, support and pastoral colleagues work together to identify need.
- ▲ We consult with parents/carers on progress and agree next steps.
- ▲ We review the impact of interventions with parents/carers and, if appropriate, access further support.
- ▲ We always plan support for a student with their parents/carers. We review progress and try to meet needs from within our own resources.
- ▲ If a student requires additional specialist support, we discuss the pathways to more specialist support/provision with their parents/carers.
- ▲ We maintain strong links with external support agencies.

## **12. How are parents involved in the school and with their child's education?**

- ▲ We have termly liaison with parents/carers and SENDCo or a member of the SEND Team or to discuss progress and current levels of support.
- ▲ We hold Tutor Evenings for parents/carers to meet their child's Form Tutor and discuss their progress and development.
- ▲ We hold Parents' Evenings for subject teachers to discuss progress and other matters with parents/carers and students.
- ▲ We invite the parents/carers of students in our Nurture groups to an annual open afternoon.
- ▲ The SENDCo has an open door policy and will make individual appointments to discuss specific issues with you about your child's progress.
- ▲ Events are held to support students and their parents/carers when preparing to move on to the next stage of their education: GCSE Options Evening in Year 8 and Post 16 Education Evening in Year 11.

## **13. Who to contact for further information**

If you require more information about our school please visit the college website:

<http://www.thespirescollege.com>

If your child already attends the college and you would like to talk to a member of staff please contact the relevant subject teacher or their tutor. You may also wish to contact our SENDCo, your child's Head of Year or Pastoral Support Manager.

Our SENDCo is Mrs Caroline Kolek and the Assistant Principal who oversees the SENDCo is Mr Neil Kay.

Contact details are on the college website:

<https://www.thespirescollege.com/contacts/year-group-and-pastoral-teams>

The Local Offer can be found at <http://www.torbay.gov.uk/schools-and-learning/send/send-and-disability-reforms/local-offer/>